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ABSTRACT

The Indiana University Student Literacy Corps was developed through an existing reading practicum course offered by the school of education through the Reading Practicum center; (2) tutors met or exceeded the time requirements of performing voluntary, uncompensated service each week of the academic term; (3) the corps provided a tutoring service that was supplementary to existing instructional services; and (4) tutors were placed in the Monroe County Public Library VITAL (Volunteers in Tutoring Adult Learners) program, in Martinsville (Indiana) in the Metropolitan School District program, in an alternative school in Columbus (Indiana) in a group home, and in the Adult Basic Education program of the Monroe (Indiana) County Schools. A table of data presenting tutor and tutee information, a sample tutee data sheet, and a course evaluation form are included in the report. Attached to the report are the tables of contents of the Language Practicum Manual, the Literacy Training Manual, the VITAL Program Management Guidelines; "Adult Basic Education: Reading," a guide to literacy instruction including an actual case study; "Adult Literacy: Context and Challenges," a perspective on Literacy; and the VITAL Guidelines. Also attached to the report is the VITAL Bibliography, a listing of all sources available through the VITAL program for tutoring. (RS)

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STUDENT LITERACY CORPS

1990-1991

FINAL REPORT

Anabel P. Newman
Elizabeth Metz
Catherine Rogers
Debbie Saxon

U.S. DEPARTMENT OF EDUCATION
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Reading Practicum Center
Indiana University
Bloomington, IN 47405

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INDIANA UNIVERSITY

SCHOOL OF EDUCATION

READING PRACTICUM CENTER
910 North State Road Bypass 46
Bloomington, IN 47405
(812) 855-9160

December 20, 1991

Darlene Collins, Program Manager
Student Literacy Corps
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Darlene:

Those of us from the Indiana University Bloomington Student Literacy Corps team wish to express our appreciation to Diana Hayman for her fine work which took us through the conference in Dallas, and to you, in your new role, as the one who will read the enclosed final Performance Report.

We feel privileged to have received the grant (#P2190062) that made it possible to develop the potential collaboration for extending literacy within our community. Our efforts have consolidated the relationship between the VITAL Program at the Monroe Public Library and the Reading Practicum Center at Indiana University Bloomington. This enhanced relationship has encompassed new readers, tutors, undergraduates, and graduates at Indiana University. Community, university, and library perceptions have been focussed on what can be accomplished when vision and dedication are given the financial backing that allows the vision to take wings. The Corps provided the structure that amalgamated research, ideas, and expectations.

Our experiences lead us to encourage the granting of similar federal funds to others who, in turn, will lead the literacy movement forward and experience the professional opportunities that have been ours.

Very truly yours,

Anabel P. Newman, Director
Reading Practicum Center

PERFORMANCE REPORT 1991
STUDENT LITERACY CORPS PROGRAM

GRANT NO.: P21900 62
ENTITY NO.: 1-

GRANTEE NAME & ADDRESS	INSTITUTION NAME
Indiana University School of Education ~~910 North State Road 46 Bypass~~	Indiana University
CITY, STATE, ZIP Bloomington, IN 47405	

PROJECT DIRECTOR OR COORDINATOR'S NAME: Anabel Newman

PHONE NUMBER: (812) 855-9160
(WHERE MESSAGES MAY BE LEFT)

DIRECTIONS

If you have any questions regarding this or any other part of this report, please call your Program Officer at the Student Literacy Corps office in Washington, D.C. (202) 708-~~8394~~ 6128.

There are four parts to this report: Part I requires quantitative data, and is self explanatory, Part II requires that you provide detailed data on each tutee, Part III requires that you make several narrative statements and that you append information that you have in other forms, and Part IV requires an extended narrative piece. Please use as many additional pages as necessary to give this program office as complete a picture as possible of your accomplishments for the year. This information will help this program office assess your progress toward stated goals; and it will aid in planning for the provision of technical assistance for future grantees in their first year of operation.

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PART I - STUDENT LITERACY CORPS

Grant No. P2190062

Institution Name: Indiana University

Address: 910 N. St. Rd. 46 Bypass
Bloomington, IN 47405

Contact: Anabel Newman

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INSTITUTIONAL TYPE (✓)

PUBLIC		PRIVATE	
2-YEAR	4-YEAR	2-YEAR	4-YEAR
	XX		

A. COURSE DATA

Add rows if appropriate.

COURSE NAME AND NUMBER	LENGTH IN WEEKS	NUMBER OF CREDITS	ELEC (✓)	AEQU (✓)	LOCATION SCHOOL/ DIVISION	NUMBER OF MEETINGS/ MONTH	NUMBER OF STUDENTS/ SEMESTER	NEW COURSE (✓)	REVISED COURSE (✓)
X425 Practicum in Reading	16	1-4	X		Education	4	varied		X

Does your institution offer other, non-SLC community service opportunities to students? YES [X] NO [ ]

B. TUTOR CHARACTERISTICS

(Specify if more than 25% of your program)

INDICATE THE NUMBERS OF EACH WHO PARTICIPATED	COLLEGE STANDING: Special [redacted]	SOPH.	JR.	SR.	NO. WITH PREVIOUS COMMUNITY SERVICE	MAJOR: ENG.	HIST.	ECON.	MATH	PHY. SCI.	SOC. SCI.	ARTS	OTHER
AMERICAN INDIAN/ALASKAN NATIVE • FEMALES													
• MALES													
ASIAN/PACIFIC ISLANDER • FEMALES													
• MALES													
BLACK/NOT OF HISPANIC ORIGIN • FEMALES													
• MALES													
HISPANIC • FEMALES													
• MALES													
WHITE/NOT OF HISPANIC ORIGIN • FEMALES	3	4	3	4			See Table 1						
• MALES	1		1	3									

You may aggregate gender distinctions for these categories.

For the purposes of this report, use the following abbreviations: American Indian/Alaskan Native (AIAN); Asian/Pacific Islander (API); Black (B); Hispanic (H); White (W). This form may be duplicated.

INTRODUCTION

The Indiana University Student Literacy Corps was planned and has proceeded on the solid base of literacy knowledges, experiences, and vision of the Student Literacy Corps team. This team included Anabel Newman, Ed.D., Director of the Reading Practicum Center and Professor of Language Education; Elizabeth Metz, M.S., Research Associate at the Reading Practicum Center; Catherine Rogers, M.S., Coordinator of the VITAL (Volunteers in Tutoring Adult Learners) program at the Monroe County Public Library; Debbie Saxon, student in the Linquistics Department and Assistant Instructor in the ESL program for university students; and Anita Aldrich, Ed.D., Professor Emeritus of the School of Health, Physical Education, and Recreation.

This base was enhanced by developing and providing several resources which were not only used as class guides for learning about literacy and planning literacy instruction, but which will also serve as a basis for the future leadership of these students in literacy programs within their respective communities and countries. These resources include the Language Practicum Manual, a guide to conducting a literacy instructor's class (Appendix A); the Literacy Instructor Training Manual (LIT-TV), a guide to literacy instruction which accompanies 5 videotapes (Appendix B); the VITAL Program Management Guidelines, a guide to development of a volunteer literacy program (Appendix C); Adult Basic Education: Reading, a guide to literacy instruction including an actual case study (Appendix D); Adult Literacy: Context and Challenges, a perspective on literacy today (Appendix E); the VITAL Guidelines, a guide for literacy volunteer tutors (Appendix F); and the VITAL Bibliography, a listing of all resources available through the VITAL program for tutoring (Appendix G).

The course offered by the Corps in the Fall of 1991 reflects the strength of the firm foundation upon which it was built. The diversity of the background of the students and learners enrolled was great (see Table 1). Moreover, a mentoring program, which will place this fall's students as mentors for those taking the class in the Spring of 1992, developed out of the enthusiasm for the course. The students will also continue to tutor their learners from the fall semester and attend seminars concerning world literacy, workplace literacy, and challenges in literacy. This mentoring program could well serve as a pivotal point for the development of effective programs in other United States communities as well countries throughout the world.

The greatest strength of the program was the collaboration between the Indiana Univeristy Reading Practicum Center and the Monroe County Public Library VITAL program. Each brought diverse strengths to the Corps and the results of the collaboration as seen in the enthusiasm of both students and learners were powerful indicators of success. A presentation was made by the Corps team at the Indiana Adult Literacy Coalition Research Committee Regional Conference, November 8, 1991, explaining the collaboration between public library and university.

Evaluation was included at significant points throughout the planning and execution of the project.

OBJECTIVES

OBJECTIVE 1: To develop the Corps through the existing academic course X425 Reading Practicum offered by the School of Education through the Reading Practicum Center.

The existing class X425 Reading Practicum was expanded to include the Corps. There was little time to plan and publicize the class the first semester it was offered (Spring 1990) in that notification of receipt of the grant was not made until December 1989. Registration at the university for the Spring Semester is completed during the preceding October. Fortunately, there was a need for training of tutors for a literacy program in a nearby community. A former student of IU, then employed as Language Arts Coordinator at The Metropolitan School District of Martinsville, wanted to develop a literacy component in a language program she directed. She attended our practicum and brought with her 2 students who became our first SLC members.

Expansion of the class included not only enrollment of Corps members but other elements also. The existing class X425 Reading Practicum Manual had been written originally with an emphasis on K-12 literacy. During the first year and a half of the grant it was expanded and revised to include material appropriate for tutors of adults. It was ready for distribution in its new format for the Fall Semester 1991 (see Appendix A).

Because there seemed to be a need by our Corps members and also on a national level as evidenced by SLC participants in the 1990 Fall Technical Assistance Workshop, the Corps project director and coordinators developed the VITAL Program Management Guidelines which gives the literacy tutor guidelines for establishing a volunteer literacy program (see Appendix C). This book was completed in May 1991.

During the Spring Semester and again during the summer, contacts were made concerning enrollment in the Student Literacy Corps. Academic advisors in compatible fields such as English, linguistics, library science, journalism, and business were sent SLC flyers. Community leaders and corporations were also contacted. The Student Volunteer Bureau was contacted as was the President's office, Halls of Residence, Personnel, Grounds and Maintenance, the State Workforce Literacy Director, etc. All Greek societies on campus were also sent notification of the class. In many cases phone calls were made by one of the coordinators in followup to the flyers.

While many promises were made by various groups, little actual commitment was forthcoming. The one source of real interest seemed to be among those already part of the VITAL program. Although many appeared interested, they were not able to afford the class. To try to compensate for this, we adjusted the credits to a variable 1 - 4 credit hour option rather than for 4 credits only. Even the cost of one credit hour appeared to be more than people were able to afford.

Since the class is not a requirement for any field other than a reading major or an

endorsement for teaching certification, few students seemed able to afford the luxury of enrolling. At the end of the first year we were looking for other solutions and several ideas were brought up to be tried during 1991.

The summer of 1991 brought us our solution in the form of a flat tuition fee established by the university trustees for all undergraduate students who were taking 12 to 17 hours of credit. Many students were, therefore, looking for a class with 1 to 4 credit hours to round out their schedule to 17 hours. To take advantage of the situation the Corps publicized the class through the student newspaper, posters, flyers, and items on radio and television. As a result 17 students registered for the class from a great variety of fields of study (see Table 1).

There was interest expressed by graduate students, especially from those in linguistics and library science. Some of them took the graduate component of the class, L525 Language Practicum. Since they did not fall into the undergraduate classification required by the grant, they were not counted as part of the Corps even though they met all of the requirements.

OBJECTIVE 2: To include as part of the course the requirement that each student shall perform not less than six (6) hours of voluntary, uncompensated service each week of the academic term in public community agencies as a tutor in each agency's educational or literacy program.

This objective was met and in some cases exceeded by the tutors during the first year of the Corps. The second year time commitment on the part of the tutors met or exceeded the revised legislated time requirement of 4 hours per week.

OBJECTIVE 3: To provide through the course a tutoring service that is supplementary to existing instructional services, offered in a structured classroom setting, and supervised by qualified personnel.

In all settings the tutoring was supplementary to existing services as the instruction received in instructional strategies during class seminars far exceeded any training provided by the agency. All of the tutoring was supervised on a regular basis by the project director or the coordinators.

OBJECTIVE 4: To locate the tutoring service in one or more public agencies which serve the educationally and/or economically disadvantaged individual.

Tutors were placed in several public agencies: the Monroe County Public Library VITAL (Volunteers in Tutoring Adult Learners) program, in Martinsville in the Metropolitan School District program, in an alternative school in Columbus, a group home, and in the Adult Basic Education program of the Monroe County Schools. All of these agencies serve the educationally and/or economically disadvantaged individual.

TUTEES

The Reading Practicum Center does not normally administer standardized tests, nor do the community agencies with which we work. The philosophy of the personnel of the Reading Practicum Center is that instruction should focus on the whole learner, i.e. that the cultural, physiological, psychological, and educational characteristics of a learner must be taken into consideration when planning an instructional program. No one test that we know of takes into consideration all of these four areas. We have, therefore, included an affect, attitude, success matrix in the X425 class, the second class in a two course sequence.

The first course in the sequence is X400 Diagnosis of Reading difficulties in the Classroom. In this class the students learn informal methods of diagnosis which allow them to construct a picture of the whole learner. They use the Informal Interest Inventory to discover interests and background of the learner; the Informal Reading Inventory to ascertain independent, instructional, and frustrational reading levels of the learner as well as the learner's listening comprehension level; and the Reading Miscue Inventory (Goodman, Watson, & Burke, 1987) to determine the learner's ability to effectively use various reading strategies. An instructional program is then built around these results utilizing the 11-step decision making process RELATE (Reading, Language Arts, Teacher Education). This process takes into consideration the needs of the whole learner as identified above. For examples of the above diagnostic instruments and RELATE schema see Performance Report completed end of first grant year.

It has been the experience of the personnel of the Reading Practicum Center that while there are observable changes in learners over the course of the semester, these changes may not show up on standardized tests. Usually the first changes come in the affective domain as the learners discover that reading can be enjoyable. Changes in attitude then follow as they demonstrate to themselves and others that they can in fact read. Success, or goal attainment, usually follows. The X400 and X425 students are asked to make note of these changes in their learners and complete a matrix which shows how their learner's affect, attitude and success changed over the course of one semester. Entries are made three times during the semester: at the beginning, the middle, and the end.

Thus although we do not use some of the more conventional measures to record progress, we do have objective records documenting the kind of progress which we feel, and our research supports, is most significant for demonstrating change in the whole learner.

TUTORS

All of the tutors were enthusiastic about the actual experience of tutoring and all but two members of the class hoped to continue with their learner during the Spring Semester. The two class members who were not going to continue with their learner were moving from the Bloomington area, but they did want to tutor in the future. Most of the tutors feel able to develop an instructional program for a learner and evaluate and revise the program.

A copy of the evaluation questionnaire is attached.

Table 1

X 425
Student Literacy Corp.

TUTOR				STUDENT			
Tutor	Sex	Year	Major	Status	Age	Sex	Country of Origin
1	F	Jr	English	ESL	21	M	Saudi Arabia
2	M	Sr	History Political Science	GED	19	M	U.S.A.
3	M	Jr	Telecommunications	ESL	24	*	Taiwan
4	M	*	MA Comp. Lit MA Slavic Studies (PhD Candidate)	Basic	37	M	U.S.A
5	F	Grad	MA Italian Lit BA French/Italian (PhD Candidate)	ESL	29	M	Brazil
6	M	Sr	*	ESL	42	M	China
7	F	Sr	English	ESL	29	F	Korea
8	F	Sr	History Degree	ESL GED	35 32	M M	Hungary U.S.A.
9	M	Sr	East Asian Lang. & Literature	ESL ESL	29 29	* M	Taiwan China
10	F	Soph	Psychology Political Science	ESL	26	*	Taiwan

11	F	Spec	BS Therapeutic Rec. AAS Recreation	Basic	38	F	U.S.A.
12	F	Spec	BA Communication	Basic	21	F	U.S.A.
13	F	Soph	History Political Science	GED GED	19 34	F M	U.S.A. U.S.A.
14	F	Jr	General Studies	Basic	22	M	U.S.A.
15	F	Sr	Sociology	GED	18	M	U.S.A.
16	F	Jr	English Journalism	Basic	28	M	U.S.A.
17	F	Sr	Political Science	ESL	33	F	Korea
18	F	Soph	Elementary Ed.	Basic ESL/GED	29 *	M F	U.S.A. Mexico
19	F	Soph	Elementary Ed.	ESL	30	F	Korea

* - No information given

Soph - Sophomore
Jr - Junior
Sr - Senior
Grad - Graduate Student
Spec - Special Student

Basic - Beginning level grade 1 - 3
ESL - English as a Second Language
GED - Working toward General Education Certificate
PhD - Doctor of Philosophy

GRANT NO. P2190062

C. TUTEE DATA

TOTAL NUMBER OF INDIVIDUALS TUTORED	YOUNG DROPOUTS	INCARCERATED	LIMITED ENGLISH PROFICIENCY	# ABE/GED OTHER (SPECIFY)
1ST TERM				
2ND TERM				
3RD TERM			1	
4TH TERM			11	11
YEAR TOTAL			12	11

If necessary, append additional
information regarding this catego

D. TUTORING DATA

The average number of voluntary, uncompensated hours of tutoring performed per tutor in this program is (CHECK ONE)

(X) 6 hours per week;

( ) more than 6 hours per week.

Tutoring is taking place in ( ) one or (X) more than one public community agency serving economically or educationally disadvantaged individuals.

E. KIND OF COMMUNITY AGENCY (You may check more than one)

( ) Elementary School
(x) Library Literacy Program (Dept of ED)
( ) Prison
( ) Literacy Volunteers of America Program
( ) Laubach Literacy Action
(x) Other_____
( ) Jr. High
( ) High School
(X) Adult Basic Ed. Program
( ) Head Start

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SAMPLE

Michelle Dunbar

PART II - STUDENT LITERACY CORPS

INSTITUTION: Indiana University GRANT NO.: # P219CC62

A. TUTEE DATA

IF APPLICABLE, PROVIDE THE FOLLOWING INFORMATION FOR EACH INDIVIDUAL TUTEE AND PROVIDE A BRIEF ASSESSMENT OF THE TUTEE'S PROGRESS. DUPLICATE THIS FORM AS OFTEN AS NEEDED.

- Social Security Number: (Optional)
- Race/Ethnicity: Taiwanese (See categories in Part I, B)
- Sex: Female
- Age: 26
- Employment status: —— (if applicable)
- Grade level: 1ST yr. Graduate student (if in school)
- Number of sessions tutored per term: 12 1½ hr. sessions
- Type of tutoring site: Library (e.g., school, community center, prison)
- Assessment of tutee's progress: (Report quantitative test results and or narrative assessments.)

The tutee made a good sized dent in attempting to improve her English reading and writing skills. She also improved her speaking ability by learning to disregard sounds from her native language when speaking English. She still has a long way to go in all of these skills however.

PART III

The broad purposes of the Student Literacy Corps Program legislation are to: 1) Engage college undergraduates in efforts to reduce illiteracy in America; and 2) Promote community service learning among college students.

Therefore, it is important to know the following in order to measure both the success of your individual project and the overall impact of the Student Literacy Corps Program. Please use additional paper if necessary.

A. ABOUT TUTEES:

1) What test instruments have you, or the community agency with which you work, administered to tutees? 2) Please identify the tests here and append results for all tutees, so that we may determine the degree of progress that each made towards improved literacy. Also append copies of any tests.

B. ABOUT TUTORS:

1) What survey instruments have you administered to tutors to assess whether and how much they have learned about service, to the community, literacy, tutoring, and themselves? 2) What were the results?
3) Please append a copy of the survey instruments you used, and any resultant reports.

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X425 Student Literacy Corps

Course Specific Evaluation

	Agree				Disagree
1. I feel I can develop and implement an instructional program including objectives, strategies, organization, and resources appropriate to the needs of learners.	1	2	3	4	5
2. I feel I can evaluate learner and program progress, and can make recommendations for revision of instructional decisions based on progress in each.	1	2	3	4	5
3. I feel I can devalop case reports for learners.	1	2	3	4	5
4. The actual tutoring experience is essential to achieve the goals of this course.	1	2	3	4	5
5. The manual and other readings have provided me with many practical ideas for meeting the needs of learners.	1	2	3	4	5
6. Sharing about individual learners during class was a helpful strategy.	1	2	3	4	5
7. I feel I will want to tutor in the future.	1	2	3	4	5
8. The instructors were helpful and supportive.	1	2	3	4	5
9. The instructors were enthusiastic in their presentation of class content.	1	2	3	4	5
10. The instructors were knowledgable about class content.	1	2	3	4	5

11. The best part of this course is_____

_____

_____

_____

12. Suggestions for improvement are_____

_____

_____

_____

PART IV

A. Compare your project's objectives and activities (as proposed in your grant application) with what you actually did and the outcomes you have attained. Note any problems you experienced during this project period as well as the reasons why they occurred, and describe what you did to solve those problems. Please use additional paper if necessary and remember to discuss results in measurable, quantifiable terms where appropriate.

B. What advice would you give others who are about to embark on the first year of their Student Literacy Corps grant?

Appendix A

L525/X425

PRACTICUM IN LANGUAGE

MANUAL

Anabel P. Newman, Director

Reading Practicum Center

Indiana University
School of Education
Bloomington

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The following Reading Practicum Center personnel are gratefully acknowledged for their contributions since 1974 in the development of the L504 and/or L525 materials.

1974	Dr. Jill Olshavsky	1981	Dr. Larry Mikulecky
	Dr. Roger De Santi		Dorothy Winchester
			Bobbie Brinson
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	*Terry Jackson		

Appreciation is also extended to those faculty and students who preceded me at the center, particularly Drs. Roger Farr, Carolyn Burke, Margaret Griffin, Leo Fay, and Isabel Craig.

Anabel P. Newman, Director
Reading Practicum Center
Indiana University
School of Education

*X650 (Internship in Reading) Student

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0.2 Introduction

The L525/X425 Practicum in Language Manual has been in the process of development over 15 years. The latest revisions and additions make it useful to tutors and teachers of adult learners as well as those teaching K-12.

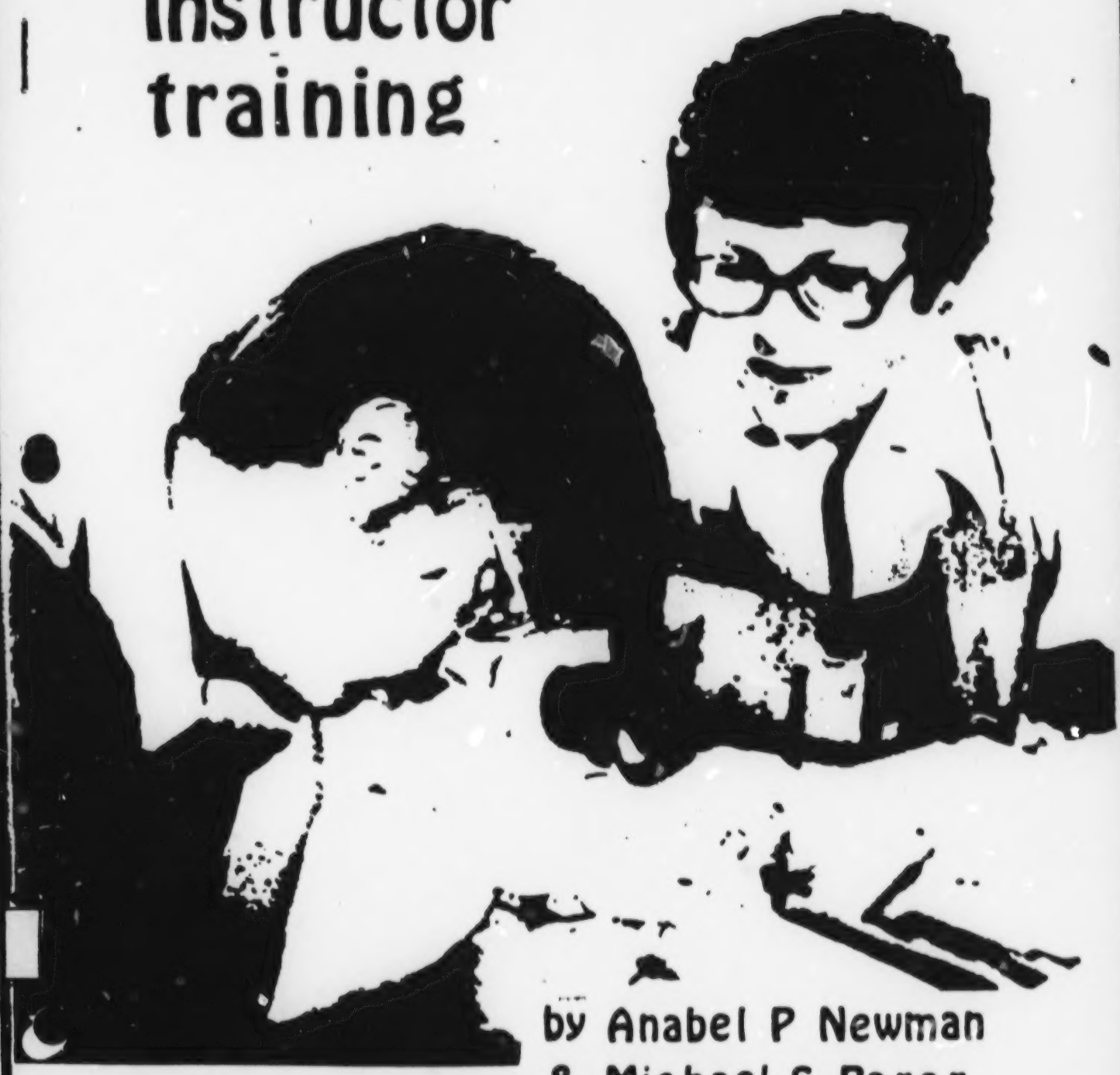
The Manual includes sections which correspond to the eleven steps in the **RELATE** process (see section 1.5): overview, learner characteristics, lesson planning (goals and objectives, and integration), assessment, strategies, organization, resources, and case study (implementation, evaluation, and revision). Within the strategy section the strategies are organized according to the five variables which Newman (1978, 1980, 1985) found to impact low readiness first graders' success in learning to read: model, motivation, interest, perseverance, and positive pressure.

Criterion checklists are included for the various assignments within the course. These include: definition of language, lesson plans, observations, and case study. The checklists are a guide for both student and instructor. Language practicum students may use them as a reference in carrying out assignments, i.e. as a check that they have included all necessary elements. Instructors may use them as grading criteria.

Appendix B

LIT-TV

literacy instructor training



by Anabel P Newman
& Michael S Parer.

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LITERACY INSTRUCTOR TRAINING

a handbook for literacy instructors

anabel p newman
michael s parer

indiana university school of education
bloomington indiana 47401

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Preface

This product reflects our concern for the adult unable to function in society because of lack of reading skills, and our interest in making learning to read a satisfying experience for this adult. Our underlying assumptions are that:

1) The role of the instructor is crucial to the learning process, but
2) There is no one set system that will work for all instructors or all students.
3) The adult brings to the learning environment a well-developed oral language system which should be used for instruction,
4) Though we acknowledge that differences exist between the individual's spoken form of the language and the standard written form of that language.
5) Above all, we realize that the dignity of the individual must be honored and upheld in all phases of instruction.
6) In developing this product, we see the TV/film component as an integral part of the workshop series,
7) Which must be supported by trainee completion of activities suggested in the print materials.

This handbook accompanies TV/film materials in a workshop format designed and produced to train new paraprofessional literacy instructors and to augment the skills of existing literacy instructors. These materials present five workshops for teaching reading to adults functioning at the lowest levels of educational development and guidelines for maintaining sound instructor/learner relationships.

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INTRODUCTION

THE PROBLEM

A major concern for educators today is that large numbers of people are functionally illiterate, that is, they may never reach a level of reading ability sufficient to cope with even the common reading tasks confronting them daily. A four-year nationwide study involving 10,000 adults revealed that about 23 million citizens possess glaring and inadequate literacy skills.

> Overall, the general level of literacy has been increasing. As recently as 1940, the United States census reported the average educational attainment of adults to be about eighth grade. By the 1970's, the average educational attainment rose to about the twelfth grade. Thus, in a little over a generation, we have risen from a typically elementary educated to a high school ecucated population.
>
> This is a triumph. But it also brings problems. As the general level of literacy rises, the same absolute ability decreases in value. And, for those at the lower end of the scale, there seems to be a greater gap between their achievement and that of the average. Thus, similar to poverty, literacy has not only an absolute, but a relative value. As the average reading level of society rises, those at the lowest levels may experience their lacks more keenly.[1]

The fact that you are reading this material right now is a good indication that you are among the growing number of informed Americans

---

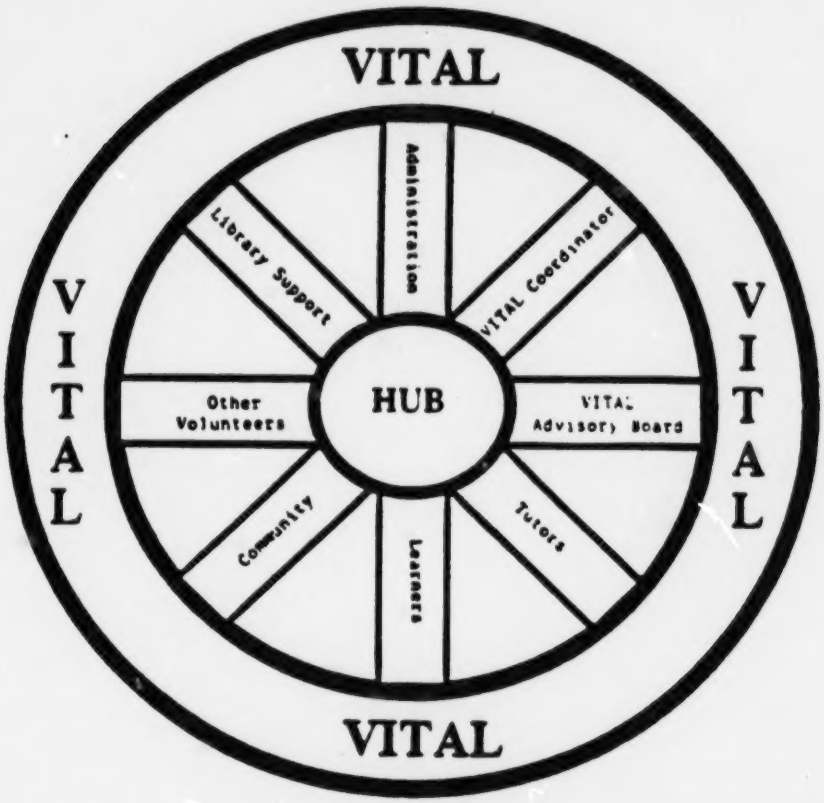
[1]Jeanne S. Chall, Reading and Development, Newark, Delaware: International Reading Association, 1976, pp. 4-5.

concerned enough about this problem to try to do something about it.

Thank you for your interest. It is our sincere hope that the LIT-TV training materials that you are about to use will help you in your goal of helping others to read.

Appendix C

VITAL PROGRAM MANAGEMENT GUIDELINES



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1991

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Explanations for the forms used in the program are contained within the body of the guidelines while the actual forms are within the Appendices.

OVERVIEW

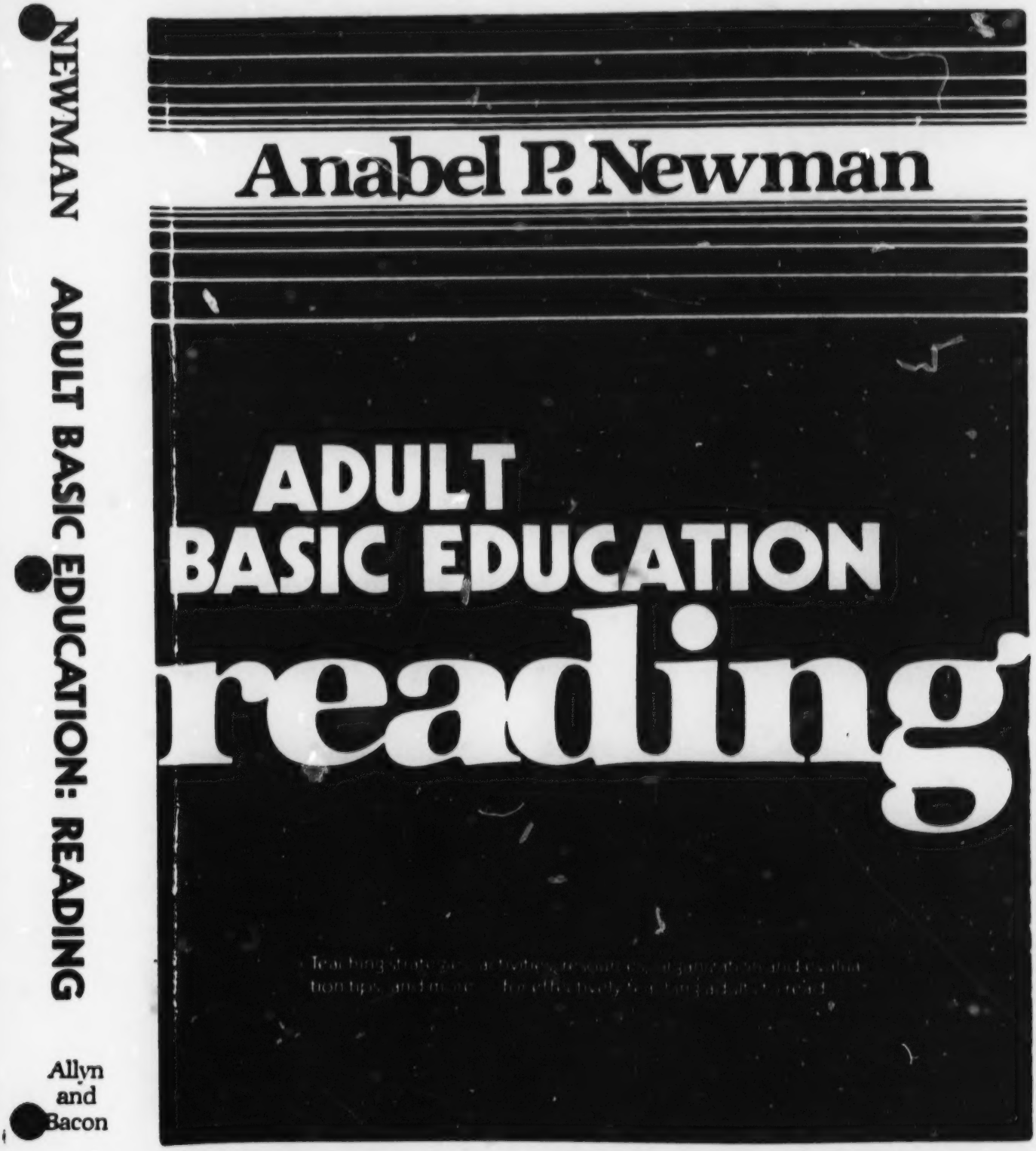
Introduction
Purpose for Mission Statement
Proposed Calendar
Methods of Recruiting Tutors and Learners
Processing of a Tutor
Processing of a Learner
VITAL Wheel

Introduction

The purpose of this book is to share the guidelines for setting up and managing a literacy program--in this instance, the VITAL program. This program has developed out of a desire to meet the literacy needs of individuals (basic, General Education Development (GED), and English as a Second Language (ESL)) in Monroe County, Indiana, and adjacent areas. The basics of getting community support, financing the program, recruiting tutors and learners, training tutors, and organizing materials are covered. Since these guidelines constitute the concrete practices of a successful, functioning program, we hope they can serve as a tangible model adaptable to the needs of those starting literacy programs in other communities.

Purpose for Mission Statement

For a literacy program to work effectively in the community, it must have a definite focus which all those involved are aware of and actively support. A mission statement summarizes this focus clearly and concisely. The statement developed by Literacy Volunteers of America has been adopted by the VITAL program and is given to all new tutors as it does an excellent job of explaining our purpose: commitment to the personal growth of learners, to the effective use of volunteers, to improving our society, and to strengthening and improving our organization (see Appendix A for complete Mission Statement).



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Adult Basic Education: Reading

Anabel P. Newman
Indiana University

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Preface

This handbook is intended for those instructors, tutors, volunteers, administrators, and leaders in business and industry who are—or would like to be—involved with teaching reading to adults. It is not a collection of structured procedures but of open-ended possibilities that independent problem solvers will enlarge upon and incorporate into their own methods of teaching. Even if the reader has had little or no teaching experience, the book can still be useful. The multitude of ideas in this text—all tried or observed by the author and presented here in nontechnical language—have the basic aim of motivating students to see purpose in what they do and thus heighten their capacity to learn. The ideas are for that person who views reading as more than word calling, who enjoys helping students gain a greater appreciation of the many forms of communication, who teaches the individual even within a class of thirty, and, particularly, who has a deep desire to help nonreaders begin to cope with our fast-changing world.

For years many educators have bemoaned the plight of adult basic education. People unacquainted with the problems of the adult illiterate say: "You can't mean that someone can grow up in America and not know how to read! How can it take them so long?" The highly organized educators are put off: "ABE programs are too loose. They have no methodology; their materials determine method." As many administrators or program directors have recognized, "Adult basic education is the stepchild of the profession—the last to be funded, the first to be cut."

Even as these observations take place, a large percentage of the United States population stands without—without the ability to read or write, without the ability to cope with present or future challenges, without the ability to make itself felt.

Statistics abound. "One out of every ten American adults is unable to read or write. Over one-fifth of the adult population—about thirty million—are functionally illiterate. They cannot read or write well enough to function in today's society." But the statistics are not always reliable since the definition of "functional" is being continually revised. "Functional" used to be defined as fourth grade reading level. Many today would hold that even a twelfth grade reading level is insufficient for functional literacy. In addition, the population referred to in these statistics is difficult to identify, mainly because of their "non-ness": nonvoters, nonearners, nonresidents, nonreaders, nonmovers. They are afraid

to be identified. "I don't want to do anything to rock the boat. I might cut the thin line I still have to my job, my family, the world!"

Literacy instructors should not be discouraged by the apparent lack of structure in many students' lives, but be ready to nourish their creative potential. To do this instructors must exercise their own creativity. They must find ways to bring forth all that is positive in students—their humor, delight, curiosity, and eagerness to learn.

This effort often requires ingenuity, determination, and even courage. Once, when I needed to administer a test, I found myself acutely afraid to sit next to a very threatening and ugly man. I had to quickly revise my attitude about him if the experience was to succeed. What I realized was that my concept of the man would largely determine his reactions to me. After giving myself a short, silent pep talk, I was able to give him a genuine smile. He smiled in return. The tenseness and fear immediately dropped away. I found him to be a very gentle man, and through subsequent meetings we met on a friendly basis, talking freely with each other. It was obvious that he was grateful for this friendship.

THE BOOK'S CONTENT

A synthesis of the ideas presented in two works, RELATE (Reading/Language Arts/Teacher Education)[1] and LIT (Literacy Instructor Training)[2]—along with personal teaching experience, from kindergartners to adults, in the "healing" aspect of reading (to borrow an idea from Jeanne Chall)[3]—constitutes the substance of this book. RELATE is a highly flexible and generative model (see Figure 4.1 in Chapter 4) based on several significant points:

1. The importance of the thinking teacher who is capable of and dedicated to making wise curricular decisions.
2. The importance of considering the learner's interests and needs early in the process of instructional planning. (Diagnosis, for example, is placed before setting objectives because it is felt that if the characteristics and needs of a learner are not known, it will be difficult to plan an effective program.)
3. The recognition that many decisions must take place *before* instruction begins.
4. The recognition that instruction is an ongoing process, that it must be constantly reviewed, and that revision, rather than indicating failure or mistakes, must be considered an improvement when attempting to satisfy learner needs.

LIT was developed in response to state and national needs for strategies usable in literacy instructor training. The five films and supporting manual are being used to train instructors and paraprofessional tutors to teach reading to adult illiterates. Four basic strategies and management tips for teaching adults at the lower levels of reading ability comprise the content. It was while developing the LIT materials that the young ABE student named C. J. became an important

part of our lives. Chapter 9, "Implementation," details how my colleagues and I worked with C. J. during and after the LIT project. The reader may want to start with that chapter to see how instruction with an ABE student can progress. Since this book was not conceived until after many months of work with C. J., the tutoring was not designed as a textbook example of ABE instruction. However, it is a true account in which our acquaintance with the precepts outlined in this book gave us the confidence, intuition, and flexibility to deal with each situation as it arose.

A brief biographical account of an actual ABE student appears at the head of each chapter. These show the diversity of types, ages, activities, and problems that exist within the ABE population. The faces of these adults, however, generally do not say "I need help." Shame forces them to hide any signs of need—which are often desperate. Part of the ABE instructor's task is to find these individuals and offer them the best possible instruction.

After this handbook was completed a friend discovered Thom Hawkins' fascinating account, *Benjamin: Reading and Beyond* (Columbus, Ohio: Charles E. Merrill, 1972). A thoughtful and creative tutoring of an inner-city nineteen-year-old man over a one-year period, it corroborates much that is discussed in this book. It is highly recommended reading for anyone concerned about adult nonreaders.

POINT OF VIEW

The viewpoint of this book was shaped by influences too numerous and interdependent to define with clarity. One research experience, however, contributed greatly to the development of my own understanding of the problem and some of its solutions. This was the USOE project Don Brown and I conducted in Buffalo, New York, from 1966-1968.[4] For two turbulent years in the 1960s Don and I, together with Annette Stein and Jerry Coles, were deeply immersed in the many torments and the few triumphs of those living or working in the inner city. Julie Schneider, secretary of the project, made us acutely aware of the plight of the white urban dweller caught in the social movements of the period as she detailed the account of an uncle trying to maintain an inner-city store in the face of odds so discouraging that he was finally forced to leave his business and flee to the suburbs.

Joby Seals, the acknowledged leader of the ABE class and a joyous, exuberant student in his middle years, taught me about black triumph. Unfortunately, just when we felt we were making real progress, he died suddenly of a heart attack. I was with a class of black students the night Martin Luther King, Jr. was shot. "Why does the white man hate us so?" tumbled from tremulous lips that night. These, and other personal experiences with city-core illiterates, revealed to me the overtones that must be dealt with along with the obvious needs of reading and writing. Literacy problems will not be solved overnight. But there is tremendous potential within our society for discovering solutions.

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It is to be hoped that those who may not consider themselves teachers will note the growing number of volunteers who are beginning to tackle the problems of illiteracy and are trying some of the ideas in this book. Also, many experienced ABE teachers, looking for a new point of view, will discover possibilities that can bring renewed freshness to their work.

Hazel Henderson, author of *Creating Alternative Futures: The End of Economics*, feels that the eighties will be a decade of "resurgence of neighborhood-based and local enterprises, co-ops, and community development that release human energy and potential in new local and regional efficiencies. . . ."[5] Among our greatest untapped resources are the tens of thousands of people who have lived on the edge of society, but who are waiting to step in if invited. ABE workers can offer this invitation.

NOTES

1. Anabel P. Newman, Jerome C. Harste, and Richard A. Stowe, Project RELATE, Student Guide, Units I-XI, 2 vols. (Bloomington: Indiana University, School of Education, 1973).

2. Anabel P. Newman and Michael S. Parer, *Literacy Instructor Training* (LIT-TV), five 30-minute films and training manual (Bloomington: Indiana University, School of Education, 1978).

3. Jeanne S. Chall, *Reading and Development* (Newark, Del.: International Reading Association, 1975), p. 11.

4. Don A. Brown and Anabel P. Newman, *A Literacy Program for Adult City-Core Illiterates: (I) An Investigation of Experimental Factors Pertinent to Reading Instruction, (II) The Development of an Instrument to Predict Success in Learning to Read, and (III) A Study of the Initial Teaching Alphabet as a Teaching Method*, USOE Project No. 6-1136 (Buffalo: State University of New York, 1968).

5. Hazel Henderson, "Thanks, OPEC, We Needed That," *The Christian Science Monitor* (Dec. 29, 1978), p. 23.

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Appendix E

ADULT LITERACY

Contexts & Challenges

Anabel Powell Newman
Caroline Beverstock

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ADULT LITERACY

Contexts & Challenges

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Foreword

Today is yesterday's tomorrow. The present status of adult literacy as a pervasive value in American society is rooted in the work of literacy pioneers such as Cora Stewart, William S. Gray, Frank Laubach, and Welthy Honsinger Fisher. More recently, Sarah Gudschinsky, Don Brown, Anabel Newman, H.S. Bhola, and Paulo Freire have expanded our understanding of the unique literacy needs of adults and of our pedagogical, psychological, and sociological resources for meeting them. Even so, we still have limited knowledge of illiterate adults and how to assist them. However, as the 1990s begin, so begin some promising breakthroughs in adult literacy.

One of the most significant developments in adult literacy during the 1980s was the recognition that the research base for decision making and the affirmation of progress was extremely limited. The response of dedicated individuals, institutions, organizations, and corporations to this need has been vigorous and already has begun to produce valid, quantified knowledge to replace assumptions. Clarification of the relationships among learning theory, cultural/social factors, and workplace demands as they apply to the literacy needs of today's adults is leading to instructional change. Most important, new questions are being raised and new programs developed; concurrently, our perspectives are broadening. Two recent trends are: (1) intergenerational/family literacy, designed to break the cycle of adult/child "undereducation," and (2) workplace literacy, which focuses attention on individuals in relation to the societal and economic concerns of the nation.

A second major development over the past decade has been the creation in 1981 of the National Coalition for Literacy, which has provided a means for better communication, cooperation, and collaboration among groups from the public, private, corporate, and professional sectors that are committed to the literacy effort. In 1985, with the assistance of the American Advertising Council, nationwide advertising campaigns were begun. Today, as never before, Americans are "sensitized" to the nation's literacy needs. Enrollment in literacy programs and the number of volunteer teachers have increased. Funding for literacy programs has increased as well, and innovative initiatives are appearing in virtually every state.

But challenges remain. What are our national literacy goals? Who will provide the leadership for meeting them? Who will fund new programs? How can the public and private sectors become more productively collaborative? What is the role of industry? Who will plan, fund, and execute research? What are the more promising practices—programatically and instructionally?

Today will soon be tomorrow's yesterday. To make every tomorrow one in which new advancements are made toward literacy for people everywhere, the International Reading Association dedicates its resources and its will. This volume, offered during International Literacy Year, affirms this commitment and honors all who have contributed, are contributing, and will contribute to the realization of a more literate tomorrow for every child and adult who seeks the freedom and fulfillment of learning to read and write. Through a past-to-present view, these pages define the status of literacy education today and point to tomorrow's challenges.

Betty H. Yarborough
Old Dominion University

Introduction

America changed its mind for the better about adult literacy during the 1980s. We have been brought by the adult literacy movement from a slight (but growing) awareness of the problem of illiteracy in the previous generation to national recognition of the literacy needs of adults. Now we are ready as a nation to affirm full literacy as a value that we cannot do without.

For some, awareness of the problem came as a result of the media blitz sponsored by the National Coalition for Literacy. For others, awareness came through hearing about disturbing test results in U.S. classrooms, or by meeting people at work—nice and otherwise competent people—who could not hack it because they could not read and write well enough to do their job. Some of us became aware of the problem because we were part of the problem. Our personal experience with spiraling technological developments and economic demands forced us to acknowledge our own specific illiteracies. Some of us became aware of the literacy problem in America before World War II, and this awareness was nurtured through years of federally funded and state-managed literacy programs.

Literacy workers are a heterogeneous and dispersed group, and they face unique challenges in their work. The results of their advocacy, research, and fieldwork often are published—when they *do* get published—in forums other than traditional research journals. Both the funding and the status of literacy programs vary, from slickly presented training in industry to informal classes held in church basements.

The adult literacy movement now confronts the standard problems of all progressive movements: how to direct its energy into

organized productivity and how to organize these beginnings into ongoing, successful programs. We are convinced that the growing pains of adult literacy in America are more an opportunity than a problem. Therefore, commissioned by the International Reading Association, we have written this volume with the purpose of reporting recent and significant studies across the spectrum of the literacy movement in order to help plan America's literacy future, and to contribute to the effort for worldwide literacy.

We call for concerted action on the part of adult educators, researchers, trainers in industry, policy makers, funding agencies, volunteer organizations, members of IRA and other professional groups, state and federal officials, and all concerned citizens. We submit that collaboration for literacy at all levels can proceed informed by the data presented here. With this knowledge of the history, definitions, research, and practices of the adult literacy movement, we can avoid misspending our efforts.

The time. We present this publication in 1990, designated as International Literacy Year by the United Nations. The potential for international communication is greater now than ever before. And yet, even with satellites circling the globe and high quality communications systems available in every media type, we see the gap growing wider between the technologically adept and the technologically deprived. This does not mean that we are entering a terminal crisis of literacy. We offer this study partly to link the discussion of adult literacy to cultural, social, political, and economic realities, and partly to make suggestions about how to achieve worldwide literacy at a level never before enjoyed.

Perspectives. We are researcher-teachers. Each of us has had direct experience with adult illiterates. We have directed literacy research, developed literacy materials (films, videos, and print matter), and conducted literacy programs. We care about the adult new reader. We have seen progress, and we know the challenges.

Weiss and Bucuvalas (1980) examined the processes decision makers employ in assessing the usefulness of social science research. Their analysis revealed five frames of reference: relevance, quality, conformity of results with expectations, orientation to action, and challenge to existing policy. Interactions among these

frames suggested that decision makers apply both a truth test and a utility test in screening social science research. We have endeavored to apply these tests of truth and utility to the studies we have reviewed. As Weiss and Bucuvalas suggest, we have judged the truth of the work reported on two bases: research quality and conformity with prior knowledge and expectations. We have looked at utility from the standpoint of feasibility for real-world implementation with new readers. We address current policy, both political and pedagogical, in terms of what best serves the newly literate. In this report, we examine primarily the United States, but we have included international perspectives as space and knowledge allow.

The challenge. We are aware of contradictions implicit in writing about literacy. Your interest in this book suggests that you are concerned about advancing literacy. Your knowledge of literacy will permeate your understanding of these pages, but what you see as literacy may be quite different from our images of literacy.

We all have had years of contact with people who possess varying degrees of literacy. We enjoy the richness of multiple literacies—the literacy of our specialized field of endeavor, the jargon of our favorite sport or hobby, the dialect of our hometown or ethnic heritage. Presumably, each one of us has felt that sinking feeling of having to pass as literate when faced with insurance policies, legal documents, IRS forms, or instructions for assembling a VCR. We had to admit to ourselves that in some sense we were inadequately literate. Both the positive and the negative experiences give us hints about people who are less literate than they prefer to be and than society demands they be.

Writers and workers in the field of literacy come to the task with a variety of human experiences that color their perception of the needs for, responses to, and ways of literacy. There is no one right way to teach literacy to an adult new reader; no one approach or program is so superior that all other efforts should be abandoned. We invite multiple, reflective approaches to challenges, just as we celebrate our variety of human perspectives.

Literacy is intensely personal, and is therefore a human challenge. Literacy is personal because language, interaction with adult learners, and collaboration with fellow literacy workers are personal. Our sense is that most people who work in the adult literacy movement do so for personally satisfying reasons. We have seasoned these pages of academic reporting with narratives about new readers, samples of their writing, and personal accounts of the human effect of their new literacy. By maintaining the human variety and the personal touch in our programs and approaches, we will meet the challenges of literacy.

Through the coaching of the newly literate, we have become aware of their intense aversion to the term *illiterate*. "We are not illiterate or stupid," they say. "We just haven't learned to read." Substitute terms such as *underliterate* and *insufficiently literate* also have drawbacks, however. To our newly literate friends and to prospective literates we say that we see no one right way of referring to those who for any reason do not read and write as capably as they might wish, but we do have increased awareness of the feelings of people trying to become more literate.

In this volume, we discuss the history of the adult literacy movement, especially in America, and the emergent definitions of adult literacy. We report on the scholarship about, practice of, and challenges confronting the adult literacy movement. In addition, because we believe that communication, cooperation, and collaboration are essential if progress is to be achieved, we outline the current status of the National Coalition for Literacy and other initiatives.

Reference

Weiss, C.H., & Bucuvalas, M.J. (1980). Truth tests and utility tests: Decision-makers' frames of reference for social science research. *American Sociological Review, 45*, 302-313.

VITAL GUIDELINES

Tutor Training For An Adult Literacy Program

by

Audrey A. Armstrong and Sally P. Hunt

Revised by
Catherine V. Rogers

Monroe County Public Library
Bloomington, Indiana
1990

INTRODUCTION

In the public libraries of America there has been a long tradition of offering readers educational help as well as encouragement and opportunities for lifelong continuation of learning. Recently libraries have become concerned that a number of community members are not able to receive library service because of the fact that they are either totally or functionally illiterate. Statistics show that one in five Americans cannot read well enough to cope efficiently with the reading demands of everyday life. For them, reading instructions, filling out forms, and understanding any written contract or lease is an impossibility. They cannot read the news, a ballot, or the driver's manual. Without reading ability, these adults cannot know the enjoyment of passing the time with a good book, and they cannot experience the opportunity to gain information through reading any written material in the library or at home. This hinders their ability to consider ideas and vital information fully. They receive only what other people say, which very often limits their ability to make informed choices and develop clear opinions. For many reasons improvement in literacy will benefit an important part of the population.

At Monroe County Public Library a program has been developed to help adults in the local community to gain skill in reading and writing so that they will be able to enjoy library services, be able to cope with everyday situations that require literacy skills, and attempt to reach their own goals. This program is called VITAL (Volunteers in Tutoring Adult Learners). Any library could build a similar program. The tutor-training program prepares volunteers from the community who then meet with adult learners on a one-to-one basis, usually once or twice a week. Several methods of tutoring are introduced during the training, and a collection of specially selected books and learning materials is made available in the library at a location where tutoring takes place. The tutor-learner relationship is of prime importance, and the one-to-one situation is crucial to the success of this remedial tutoring. Encouragement is stressed, as the learner's improvement in self-esteem is found frequently to be a necessary step in unlocking the barriers developed through years of failure in reading, to clear the way for the adult to receive instruction and learn from it.

Volunteers come to the library to complete about fourteen hours of training which is provided without charge by the library and conducted by the VITAL Coordinator. The program includes LIT-TV films and training manual, LVA films and TUTOR, a tutoring techniques book, along with the VITAL Guidelines,

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examination of materials from the VITAL basic book collection, and practical experience through role playing. Experienced tutors attend the workshops to relate the realities of tutoring and to lend assurance to the new tutors. Volunteers can be men or women, of any age and from any background. If they are good readers, enjoy reading, and want to help someone learn to read, they are eligible to attend the workshops. This kind of tutoring requires about three hours each week.

Learners may come from any background, but most have at some time dropped out of school. Many have lacked educational opportunity for any of a variety of reasons, often economic or health-related. Whatever the reason, in most cases the learner is embarrassed and frustrated by his or her inability to read as others do. Confidentiality is important to them, since they often have gone to great lengths to hide their illiteracy problems from others.

The tutor and learner together work out plans for lessons, making them relevant to the everyday life experiences and needs of the learner. Diagnosis of reading level is done by informal means, rather than by standard testing. The emphasis is on insuring that the learner have a successful experience from these tutoring sessions, rather than on trying to fit him or her into a grade level. Whatever skills are lacking will be the basis for lessons. Records of progress are made through the tutor's observation and the learner's comments. As a result of this accepting, non-threatening, individualized process, many learners have reached goals, passed GED tests, entered vocational schools and college, passed driver's tests, earned jobs and promotions, and most of all, become confident, better-informed persons. VITAL Guidelines attempts to provide direction and details for following this program so that learning can be the successful result.

From the beginning, close cooperation has been enjoyed with the local schools and agencies especially those interested in Adult Basic Education programs. Sharing information and training, and making referrals when appropriate, has enabled ABE and VITAL to help more learners than ever before. Resource people from the area have made valuable contributions to the program, most particularly a great deal of welcome assistance has been made available by Dr. Anabel P. Newman, Director of the Reading Practicum Center at Indiana University.

We are grateful for suggestions, guidance, encouragement and support accorded us most generously by many associates in literacy work, and especially to Dr. Anabel Newman, Jean Coleman, Paula Schneiderman, Helen Lyman, Jinx Crouch, Melissa Buckingham, Brenda Gray, Ann McDermott, and Robert Trinkle, Library Director of Monroe County Public Library. Thanks for

work well done in the VITAL program, and especially for help with the workshops, is given to Nan Hawkins Witcher, Sue Nolan, Joanne Shank, as staff assistants, and to hundreds of VITAL volunteer tutors.

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Monroe County Public Library
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September, 1982

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December, 1990

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Appendix G

THE NEW VITAL BIBLIOGRAPHY

A Basic Collection of

Books, Software, and Learning

Materials for an Adult Literacy Program

Revised and Enlarged by
Catherine Rogers

Volunteers In Tutoring Adult Learners

VITAL

Monroe County Public Library
Bloomington, Indiana
1992

THE NEW VITAL BIBLIOGRPHY

Third Edition, Revised and Enlarged

A Basic Collection of Books, Software, and Learning Materials for an Adult Literacy Program

REVISED AND ENLARGED BY:

Catherine Rogers

Software Section: Carol Szatkowski

ORIGINALLY COMPILED BY:

Audrey A. Armstrong and Sally P. Hunt

ANNOTATIONS BY:

Nan Hawkins Witcher, Susanne Nolan, Catherine Rogers, and Carol Szatkowski

VITAL

Volunteers In Tutoring Adult Learners

Monroe County Public Library
Bloomington, Indiana
1991

INTRODUCTION

One of the goals of the VITAL Program in Monroe County Public Library, as it reaches out to the adult new reader, is to accumulate and make available a collection of suitable books, software, and teaching materials. Recommended, therefore, as basic to a successful tutoring program, are materials that stimulate but do not frustrate the learner, as well as those that facilitate the efforts of the tutors.

The VITAL Program has developed a special collection of over 5,000 items that work well in meeting these needs. While it still could be a growing collection, this seems a good time to share the titles that have proved to be useful. This annotated bibliography seeks to help VITAL tutors as they prepare to work with their adult learners, and it can also be a guide for similar adult literacy programs whether they may be just starting or already established.

In choosing materials, the general selection policy gives priority to the interests of the adult learners (being especially alert for material of regional interest) and to materials that relate to their need for information that will prepare them to meet the literacy demands of everyday life. The VITAL policy provides a means of satisfying these requirements on many different reading levels. A core collection of professional materials also has been developed specifically for the use of the tutors.

The choices made in this bibliography reflect subject interests as expressed by adult learners in this particular geographical area and may not entirely satisfy the specific needs of learners in a different section of the country. Variety has been a strong consideration. Some tutors may want to use more urban material or items from other local cultures with their learners. Some books from this list could be considered a core collection with additional items added according to appropriate regional interests and other special considerations. Tutors and learners ideally will work together to establish their goals and determine the use of materials, as well as in planning their time and direction, if they are to provide a genuinely individualized tutoring program.

For establishing evaluative criteria, Helen Huguenor Lyman's MAC Checklist(1979) and its accompanying Guide were used as guidelines. Primary consideration was given to each book's reading level, its interest potential for an adult learner, the suitability of style and content, and finally, the overall appeal of its format. Although such brief annotations as are offered here cannot fully express the merit of the materials as individual examination might, they attempt either to convey an overall impression or to call attention to outstanding features.

Included in many entries is a readability level, in some cases determined by using the Gunning FOG Index. Criteria other than readability levels are important, however, when choosing materials for adult new learners since the reader's interests and motivation weigh heavily as factors in readability for each learner. Readability levels are not provided in the case of some of the more difficult or technical material, especially when these are included for tutors to adapt to usable level for their learners who may be interested in a complicated topic. Copies of VITAL Guidelines are available to aid tutors in rewriting or adapting material to a lower reading level as needed for use with their learners.

Many of the materials selected for this bibliography can be used in more than one category. For instance, some items listed under language Arts, or Mathematics, could be helpful in preparing for GED testing. Also, materials to use with ESL learners could be from any of the other groups as determined by the individual need and interest. Program directors and tutors may choose whatever will serve their programs and their individual learners to the best advantage.

Some other bibliographies and program guides are also listed for further reference.

Catherine Rogers
VITAL Coordinator
Monroe County Public Library
1991

THE NEW VITAL BIBLIOGRAPHY

Third Edition, Revised and Enlarged

A Basic Collection of Books, Software and
Learning Materials for an Adult Literacy Program

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